

CHAPTER 1

ADMINISTRATION AND CUSTOMER SERVICE

This training manual is designed to help the Aviation Storekeeper (AK) second class to meet the professional occupational standards for advancement to first class and chief Aviation Storekeeper. These occupational standards are listed in the *Manual of Navy Enlisted Manpower and Personnel Classifications and Occupational Standards*, NAVPERS 18068.

As you advance in grade, your responsibilities also increase. You will be assigned to supervise a greater number of personnel in larger organizations within your division, department, or command. You also will be responsible for managing more supply spaces and the personnel assigned to work in them.

This chapter contains information about the assignments and responsibilities of the AK supervisor. It also includes the basic knowledge and skills the supervisor should possess to help perform these increased duties and responsibilities. It covers some of the management techniques and personnel training requirements needed to provide the best customer service.

THE AK SUPERVISOR

The Aviation Storekeeper is responsible for the receipt, identification, stowage, and expenditure of aviation material. The AK is also responsible for performing memorandum financial accounting pertaining to aircraft maintenance and flight operations. The AK also provides services in support of aircraft maintenance, including pickup and delivery of material, preparation of supply documents, technical research, and determination of sources of supply.

In most cases, the AK1 is assigned to supervise junior AKs in the supply department, aviation squadrons, or aircraft maintenance shops.

The AKC can expect to have a wide variety of duty assignments. These assignments include unit or section supervisor, division chief, or supply chief. You may be assigned to a billet that involves only a small portion of the duties covered by the AK rating, or where your duties are concerned with other areas of supply support. This, however, does not relieve you of the responsibility of keeping abreast of the changing conditions and

instructions pertaining to all duties of the AK rating. AKs must be qualified in all phases of the rating so they can be assigned to billets where they are most needed

TYPES OF ASSIGNMENTS

The AK may be assigned to the following areas.

Naval Air Stations

The billet for AK supervisors vary according to the size, mission, and number of personnel assigned to the particular naval air station. The AK may fill a billet in Aviation Support Divisions/Supply Support Centers (ASDs/SSCs). Other divisions of the supply department the AK supervisor may be assigned to are:

- Control Division
- Technical Division
- Inventory Division
- Material Division

At overseas air stations or facilities, the AK supervisor will probably be given more responsibilities than at a CONUS air station because there are usually fewer civilian supervisory personnel.

Aircraft Carriers and Amphibious Assault Ships

The number of AKs assigned to a ship depends upon the size and mission of the ship. For example, an aircraft carrier may have from 40 to 60 personnel assigned to aviation supply duties, headed by two or more AKCs. Unless local conditions dictate otherwise, most AKs are assigned to the aviation support division (ASD). The AK allowance for an aircraft carrier is partially supplemented by the temporary additional duty (TAD) assigned squadron AKs when air wings are embarked. These TAD AKs are normally assigned to the ASD using the Naval Aviation Maintenance Program (NAMP) operating procedures as outlined in OPNAVINST 4790.2.

Maintenance/Material Control

Most aircraft squadrons have an allowance for an AK1. When assigned to the squadron material control, the first class is the senior supply representative on board with a variety of duties and responsibilities. On the other hand, material control in the aircraft intermediate maintenance department (AIMD) involves complex operations. Because the duties are complicated, most AIMDs have an AKC assigned as the material control supervisor. This is a challenging billet, and the manner in which the functions of this billet are performed directly affects the aviation mission of a ship or station.

Instructor Billets

The Aviation Storekeeper class A school, located at Naval Technical Training Center (NTTC) Meridian, Mississippi, has instructor billets normally filled by AK2s, AK1s, and AKCS. The Naval Aviation Maintenance Training Group (NAMTG) has several billets for AKCs in its detachments who teach Naval Aviation Maintenance Program (NAMP) supply procedures. There are additional billets at advanced AK and Shipboard Uniform Automated Data Processing System (SUADPS) courses located at Fleet Training Center, Norfolk, Virginia, and Service School Command, San Diego, California.

Staff Billets

The term *staff* is used here to cover several similar duty assignments, not all of which would be strictly classified as duty with a staff. It includes the following activities that usually have billets for the AK1 or AKC:

- Flag administrative units of the air type commanders and the air training commanders
- Flag administrative units of fleet air commanders
- Staff of fleet air wings and carrier air groups
- Defense Accounting Office, Norfolk and San Diego
- Headquarters, Naval Supply Systems Command
- Naval missions, naval attaches, and military assistance advisory groups (MAAGs)

KNOWLEDGE AND SKILLS

A major concern of personnel management is the assignment of personnel to jobs they are capable of

doing and are interested in performing. This involves recognizing that individuals use a basic knowledge, skill, or ability in performing each task and that each person's capabilities should be fully used. In dealing with these dynamic aspects of an organization, you are not expected to be a management engineer. However, as a senior petty officer, you should be able to exercise your leadership responsibilities in dealing capably with human relations. In this sense, leadership can be defined as the capacity to direct or influence the behavior of others toward specific goals. In carrying out this mission, you are not only responsible for the assignment of duties and the delegation of authority, you must also see that the work is done. This requires certain knowledge and skills. The following paragraphs contain information about the knowledge and skills required of you as a supervisor and manager.

Knowledge

Successful supervision demands a vast amount of knowledge. The wide variety and complexity of assignments require the supervisor to have considerable technical knowledge. Most senior AKs have acquired knowledge through experience, on-the-job training, or by reading instructions and procedures. It is inevitable, however, that supervisors will be given some tasks for which their training and experience are inadequate. In these situations supervisors must be dependent upon the knowledge and abilities of others, and upon their own leadership.

You as the supervisor must know the mission of the organization of which you are a part. With this knowledge, you can set objectives to fully support the mission. You also need to have a clear understanding of the specific role your group must play in attaining the basic goals. Planning, organization, directing, and problem solving should be done with both the general and specific aims of the organization clearly in mind.

Few traits are of more importance in a successful supervisor than a thorough knowledge of the subordinates as individuals. The supervisor needs to be aware constantly of the fact that individuals are different and that this fact cannot be overlooked. It is particularly dangerous for a supervisor to fall into the habit of stereotyping people.

Skills

As the supervisor, the biggest part of your responsibilities will be guiding and directing others as they perform their assigned tasks. Your value to the

organization will be measured largely in terms of the quality of the work of your subordinates. This does not mean that all jobs can be delegated to the subordinates; you will still perform some tasks. However, you must not take the attitude that it is easier to do the work than to train or direct someone else.

To be a successful supervisor, you should develop and obtain skills described in the following paragraphs.

SKILL IN LEADING.—Here is where you should excel. Lead the personnel whom you are coaching; do not drive them. Set examples for them to follow. Know them as individuals and handle their problems individually. Reprimand them in private; praise them in public. Subordinates will work for you, and their training will be more easily accomplished and more effective if you can learn to (1) be predictable and consistent in your dealings with them; (2) project to your subordinates the enthusiasm you feel for the work they are doing; and (3) have no fear of your position, your boss, the people you are supervising, tough jobs, or honest mistakes.

This is not an all-inclusive list of things that will make you a leader overnight. These items are sound, basic principles that, when mixed well with common sense, will improve your leadership abilities.

SKILL IN ORGANIZING.— Organization is a form of discipline that, if carefully managed, can contribute substantially to successful supervision.

An important element of good organization is the delegation of authority and responsibility, which must always go together. It has been said that the ideal of sound organization should be to fix responsibility as low in the organization as competence exists to assume the responsibility. Many individuals are reluctant to delegate authority because they fear the possibility of being embarrassed by the acts of their subordinates. These fears are generally an indication of a feeling of insecurity on the part of the supervisor. This insecure feeling can best be overcome by training the subordinates to increase their capacity for accepting responsibility and authority.

Not only do supervisors sometimes fail to delegate authority, but they also frequently fail to delegate properly the work that needs to be done. Supervisors can easily handicap themselves by trying to do more than they need to do. The result is that they become ineffective supervisors and leaders.

SKILL IN COMMUNICATING IDEAS.— To be an effective supervisor, you should have the skill to

communicate ideas. Clear communication is essential in giving orders, in the dissemination of information, and in training or instructing. Clear communications are essential for both the sender and the receiver. Throughout your Navy career you have been reminded of the chain of command and line of authority. These channels must not be bypassed. If you expect your subordinates to work willingly and cooperatively, you must give them all the information they need to get the job done.

The supervisor must be able to demonstrate skill in instructing. Your subordinates are depending on you to demonstrate and coach them in the classroom or on the job in the correct procedures and methods to be used. You must develop skill in imparting your knowledge to trainees on how the job is to be done. As trainees progress from one work experience to another, you will be guiding and coaching them. To develop skill in instructing, keep the following in mind:

- Show your trainees how to do the job without showing off or showing them up.
- Have all the answers you can, admit it when you do not, and obtain the correct answer as soon as possible.
- Learn to be sincerely interested in others.
- Keep your sense of humor.
- Be patient.
- Be sure the trainee understands what the job is and how it is to be accomplished.
- Ensure that the trainee understands the time frames and deadlines set for the completion of a job.

SKILL IN PROBLEM SOLVING.— Problem solving is the practical application of all the other skills involved in supervision or leadership. Every day new problems are encountered; there may be difficulties different from any you have ever met. If you can look at these difficulties briefly, and then, almost without pause, see and apply a sound solution, you are fortunate. Indeed, you are exceptional; for most of us must cautiously examine difficult problems and weigh the solutions carefully. Even then, we are subject to serious errors if we overlook some of the details that are not too obvious.

If all of us were to go about solving problems in exactly the same manner, we would necessarily have exactly the same thought processes. Although we do not

all think alike, those who are capable of finding proper solutions quickly and easily have something in common. They follow a well-established pattern of thought and action.

Some people practice the pattern instinctively, thereby reaching solid, useful conclusions in what appears to be an amazingly short time. For most of us, this pattern is not one we know instinctively. We learn it only after having paid in concerted effort. We may learn of it in the classroom, on the job, or from books, but it becomes a habit only after the trial and error of repeated applications.

The problem-solving process can be divided into six steps. Preliminary to solving a problem, you must recognize that there is an actual problem to be solved. Then you proceed as follows:

1. Define the problem.
2. Establish objectives; that is, determine what you want to accomplish.
3. Get the facts. Assemble all the facts related to the problem. Decide what personnel, if any, are involved. Review the record. Find out what rules, regulations, and customs apply. Contact any individuals concerned for opinions and feelings, as well as facts. Be sure you have the whole story. Perhaps materials or equipment constitute a part of the problem. Special methods or operational schedules may also have an effect on the problem.
4. Weigh and decide. After you have assembled all the facts, analyze the problem in light of the facts. Fit the facts together and consider their bearing on each other. Check regulations, policies, and practices. What possible actions are there? What are the possible results of each action? Choose the best action, but do not make sudden or quick decisions.
5. Take action. First consider the following questions: Should I handle this problem myself? Do I need any help in handling it? Then consider the proper time and place to take the action that appears most likely to solve the problem. Do not depend on someone else to solve the problem.
6. Evaluate the action. During this procedure, check the results of your action to see if it solved the problem. Never assume that the problem was solved, as you may find that the action you took brought about additional problems instead of solving the initial problem. Watch for changes in output, attitudes, and relationships. If the problem was not solved, you may

need to gather more facts and go through the entire problem-solving procedure again.

The problem-solving technique can be mastered by anyone willing to learn. It may seem to take a great deal of time, but eventually it will actually save time. The individual who desires to become a good manager should become so skilled in its use that this technique is used automatically when dealing with the problems of supervision.

Remember, the word *problem* is defined as an unsettled question or situation. When a problem is solved, it becomes just a temporary situation. An effective supervisor relieves temporary situations thus preventing them from becoming a problem.

USE OF AVAILABLE RESOURCES

Effective use of personnel is perhaps the most difficult of all military or professional tasks to learn. Materials and systems can be examined, analyzed and classified rather easily. The traits and characteristics of individuals are infinite in variety because they differ in physical abilities, intelligence, background, training, temperament, ambition, philosophy, and any number of other traits, defying any absolute classification. Yet anyone who wishes to manage an organization, of whatever size, must weld these individuals into a harmonious team in which each contributes to the common effort.

Petty officers first class and chief petty officers have a more urgent need to develop their management skills than their civilian counterparts. There is no process in the Navy comparable to firing a person. Transfers used as a means of eliminating problems are not recommended, even when you are willing to overstate the case. Certainly, discharge of a person for unsuitability or bad conduct is a serious step with a permanent effect on the individual, and the Navy is understandably reluctant to do this. You are expected to accept the personnel assigned to you and, with competent supervision, to accomplish whatever tasks you are assigned.

Effective use of personnel takes place when certain conditions are met. Some of these conditions are as follows:

- There is no “featherbedding”—every person assigned has a legitimate function to perform.
- There are opportunities, encouragement, and help for all personnel to develop their individual

abilities, whether professional, military, or general; and recognition for progress is given.

- There is a minimum of disciplinary problems.

These external symptoms of effective personnel use are not separate or isolated but are so related that improvement in any one area leads to improvement in other areas.

Senior AKs, like other petty officers, spend a great deal of time supervising subordinates. Too often, they tend to think that the emphasis should be placed on the jobs and how well they are being done by the individuals. A little thought shows that actually the individuals should be supervised so that they get the jobs done well—a view that involves an important difference in orientation on the part of the supervisor.

Some of the factors involved in effective use of personnel are discussed in this section. No effort is made to present a definitive treatment of the subject; rather, the section is intended to alert you to the advantages to be gained by developing your skill in managing people, and to give you a starting point for further reading and study.

Personnel Versus Workload

The standard complaint of many supervisors, when faced with any change in procedure, is that more personnel are needed. For anyone to consider the work force too large already is unlikely. Sometimes, however, there are actually more personnel available than can be used effectively.

Perhaps it is only natural to think that any job could be done better if only a few more personnel could be assigned. The fact is that the law of diminishing returns applies in the Navy as surely as in any profit-making organization. Individuals need to feel that they are performing a useful function and are contributing something tangible to the defense of our country. If people do not have a feeling of accomplishment, morale in an organization will suffer.

A supervisor with a knowledge of the variety of jobs done by workers can easily compute the optimum number of personnel for the organization. You must review the number of personnel now assigned and the work that must be done. Does every person have a full-time job? If some of the functions were combined or eliminated, would the performance of the organization suffer? Often, operations that were necessary at some time in the past are continued long after they cease to serve a useful purpose. An

accumulation of these can sometimes waste the productive time of several persons.

If you cannot prove beyond a reasonable doubt that you need every person, you are overstaffed. In determining manpower requirements, it is better to err on the short side than the long.

People are flexible enough to absorb more work than they are generally given credit for being able to perform, and inventive enough to devise the means of doing the job more easily.

Assigning and Rotating Work Assignments

The supervisor should be able to make an equitable and efficient distribution of the individual jobs among assigned personnel. This is not a simple task. It requires careful study and planning because several factors affect it. These factors may vary from one organization to another. One of the factors is personnel ability. Your personnel will have varying degrees of knowledge and experience. Also, the jobs differ in complexity, required time to perform, and frequency of performance. While the ultimate responsibility for the assignment of personnel rests with the supply officer, he or she will rely heavily on your recommendations.

The practice of rotating personnel through the various phases of their rating is universally recognized as beneficial to the individuals and hence to the Navy. Unfortunately, it is by no means universally practiced, and even more unfortunately, resistance to a regular system of rotation is often concentrated in the senior enlisted personnel.

The first step in planning personnel assignments is to prepare a list of all jobs that are required in performing the supply functions for which you are responsible. The size of the list will depend upon the number of supply functions under your supervision and the degree to which you break down these functions into jobs. It is not necessary to list every motion required to perform a task, but each separate, distinct job should be shown.

The list should not be limited only to routine work, but should include reports as well as the jobs that are performed less frequently.

The next step is to analyze the job requirements. The major purpose of job analysis is to help you to make the most effective use of manpower. Therefore, you decide how much information is needed about each job. You can make the analysis as simple or as elaborate as you deem necessary. The items listed below could be used in making a job analysis; either by listing on a

separate sheet of paper for each job or in the form of a chart using separate columns for each job.

- Operation performed
 - Where performed
 - Knowledge required
 - Skill and experience required
 - Equipment and material requirements
- Information required to perform
 - How obtained
 - Where obtained
- Time required to perform
- Frequency of operation
- Disposition of completed work
- Related jobs

Another feature of job analysis, in addition to determining skills required to perform the various jobs efficiently, is the information to group similar jobs so that they may be assigned to the same person.

After you have inventoried and analyzed the tasks to be performed, then match the personnel with the skill requirements in the job analysis. Simple? Hardly. You will seldom be in the position of having a group of people who possess all of the skills required.

At this point, you are primarily concerned with assigning an individual to each job. Therefore, the job responsibility should be assigned to the person most nearly matching the skill requirements. Rate alone is not always the best way to make this determination. An AKA may have more experience in a particular job than an AK3, or an AK3 may be more qualified in an area than an AK2. Another factor to be considered is the number of jobs and the number of personnel you have to fill them. The number of jobs to be assigned to a member depends upon the member's experience. The more experienced person may be able to handle several jobs with ease; whereas the person with limited experience may be able to do only one job successfully.

With all the inventorying and analyzing, don't forget that you are dealing with people and not material. Try to find out something about the person you are assigning. An individual may have special aptitudes, interests, physical characteristics, or personality traits that make that person particularly well suited or unsuited for certain tasks. These traits should be considered

when making assignments. This is not to say that personnel should be coddled, but individuals doing jobs that they like and are well suited for, will do a better job with less supervision.

Your goal should be the timely, accurate completion of all jobs with the work equitably distributed among all personnel.

Once you have assigned jobs to each of your members, don't be misled into assuming that you have everything covered. Every person will not be on the job every day, you will have people TAD or on leave, and personnel being transferred. Some provision must be made to cover the tasks these persons were doing.

One way to make sure that personnel are checked out on other tasks is by job rotation. As personnel become proficient in their jobs, they should be considered for reassignment to different jobs. They probably will learn faster if the new job is related to the old one, and, if possible, personal preference should be one of the factors in deciding new assignments.

Job rotation should not become a periodic game of "musical chairs." Each reassignment should be a progression from an easier job to a harder one, and the individual must stay in each job long enough to develop a sense of responsibility for a job well done. Otherwise, you may end up with personnel who know a little bit about a lot of jobs but are generally confused about the purpose and procedures for any one of them. Everyone benefits when more than one person is qualified to handle each of the jobs in the department.

Duty Section

Supply operations consist of 24-hour service to customers. Most services are rendered during normal operating hours. The efficiency of any supply organization is challenged by its ability to handle urgent business during nonworking hours.

After normal operating hours, the duty section mans the supply department. Duty sections, afloat and ashore, are normally under the leadership of a supply duty officer (SDO). Whether or not an officer is assigned, the duty section must have authority in equal measure with responsibility. When an emergency arises that can be alleviated by some action possible within the supply department, the personnel present in the duty section must be able to take action at once. A full account must then be presented to the supply officer or a cognizant assistant at the earliest opportunity.

At shore stations, the AKs may stand watches in the supply office, where they may be called upon to perform other tasks outside their normal professional field. Aboard ship there are two duty watches with which the AK1 are directly concerned—the supply department duty petty officer and the duty AK. The AKC may be assigned as the division duty chief, duty supply chief, assistant SDO, or SDO.

RESPONSIBILITIES OF THE DUTY AK.—

The duty AK is the senior representative in the ASD/SSC outside of regular working hours. In most cases, an AK1 will be assigned to stand the duty AK. It is the responsibility of duty AKs to conduct the business of the division in a manner that brings credit to themselves and to the division. Some of the duties of the duty AK areas follows:

1. Muster the duty section and make muster reports.
2. Make all emergency issues and/or routine issues of material for night check crews or maintenance duty section personnel.
3. Maintain a continuous watch in ready issue during mealtimes, and such other times as required by local instructions.
4. Know where the personnel in the duty section are at all times and where they sleep.
5. Keep the supply department duty petty officer informed where you are at all times and apprised of all significant developments.
6. Receive any incoming material, receipt for it, check the material and make immediate issue of emergency material (NMCS/PMCS/CASREP, etc).
7. Conduct inspection of aviation stores spaces to make sure that security of stores is maintained.
8. Supervise the personnel in the duty section to make sure that standards of cleanliness and fire safety are maintained, including sweepdowns at prescribed times.
9. Check message traffic in the supply office at regular intervals.
10. Pick up correspondence and messages from the supply office immediately before commencement of the regular workday.
11. Control all keys that are kept in the aviation stores division.
12. Maintain a log of all important events occurring during the watch period for passdown information to the

supply officer. This log includes the times at which inspections of spaces were made and any discrepancies noted.

SUPPLY DUTY PETTY OFFICERS (SDPO)

AFLOAT.— The supply department duty petty officer serves as an assistant to the duty supply officer. Together they are responsible for unifying the efforts of the supply divisions so that the common purpose of the department is accomplished. The chief petty officers or senior chief petty officers stand as division duty CPO representing their own division. The duties of SDPO include, but are not limited to, the following:

- Supervise the supply division section leaders in the performance of their routine duties.
- Assign responsibility for accomplishing all unusual or emergency tasks not covered by normal routine, and procure assistance from within the department as necessary.
- Make sure that security inspections and muster reports are made by division section leaders, and report the results to the duty supply officer before the ship's 8 o'clock report.
- Inspect for security those areas particularly assigned by supply department instructions or as desired by the duty supply officer.
- Keep informed of the whereabouts of each division section leader and the duty supply officer.
- Arrange for emergency issues as required.
- Notify the duty supply officer of the arrival of stores, and make arrangements for their receipt and storage.
- Make sure that departmental keys are handled in strict accordance with supply department instructions.
- Maintain a log of actions taken during the watch period, to be signed by the duty supply officer, for passdown to the relieving duty supply officer and the supply officer.

SUPPLY DUTY PETTY OFFICERS

ASHORE.— Personnel on duty normally stand the watch in the main supply office or where stock records are accessible. Familiarize yourself with the instructions and procedures for standing the watch. When you are on watch, you may be called upon to issue or locate many items with which you are not familiar.

The principles of recordkeeping and storage are the same, however, you must be familiar with the warehouses and their location system.

There are no sharp differences between standing a watch ashore and standing a comparable watch aboard ship. The essentials remain the same. Personnel are still supervised, security of spaces and materials are maintained, and logs are kept of occurring events. The details, which vary considerably from station to station, are always carefully stated in a specific supply department instruction.

MANAGEMENT TECHNIQUES

When the elements of management techniques are applied to the operating procedures, the result is an efficient and progressive organization. These elements include planning, organization, and control. The following information describes these in more detail.

PLANNING

The most important element of management techniques is planning. Plans are methods devised to achieve a goal. Plans are the road maps for the players to follow. In the Navy, all plans fall into one of the three groups; strategic plans, standing plans, and single-use plans.

Strategic plans are those that will take place in 2 or 5 years. Type commanders and commanding officers use strategic plans to set the mission and objectives.

Standing plans are those the Navy uses for recurring or long-range activities. Standing plans include the United States Navy Regulations (Navy Regs), Standard Organization and Regulations of the U.S. Navy, SECNAVINSTs, OPNAVINSTs, or technical manuals. Supervisors use the standing plans to determine routine work requirements within the division or section.

Single-use plans are those used for short-range nonrecurring activities. As the supervisor, you should excel in this area of planning and use it as part of your daily activity. To determine the short-range plans, use the strategic and standing plans as references.

The time devoted to planning any type of operation will result in dividends in terms of the time and effort saved later. To develop an effective plan, you must first have accurate information concerning past and present procedures. One of the mistakes often made by individuals when reporting to a new assignment is to neglect this essential element and begin making changes before they understand the existing system. Some tasks

may appear strange when a person is new to an assignment and may even appear pointless. However, it is wise not to act on the first impression. It is best to become acquainted with the reasons for performing tasks in a specific way before making rash decisions for change.

The ideal situation, although often not the case, is to report to a division or section before the detachment of your predecessor. This gives you an opportunity to observe performance and procedures before you actually take charge. When this is not the case, planning before acting becomes even more important.

The first step in planning is to determine the exact functions and mission of the office or division for which you are assuming responsibility. You must also determine how its functions fit into the overall mission of the activity. You should already be familiar with some procedures gained by experience from previous assignments or from general knowledge of the AK rating.

Personnel

To make job assignments efficiently, it is important that you become acquainted with the personnel who will be working for you. Find out about their training and experience. Become familiar with their individual skills and traits of personality. Review each individual's service record and look at the past work habits of each person (past evaluations will indicate some of these traits). When you are setting up a new office, you will have to make immediate decisions regarding assignments. In an office or unit already established, you probably will not make any changes in individual duty assignments until you have made an assessment of personnel traits.

Workload

The main sources of information concerning projected workload are the mission and functions described in the supply department organizational manual or from directives issued by the local command or from higher authority.

After determining what responsibilities your section is expected to perform, you should next consider how your work assignments relate to the overall mission of the activity. You must become familiar with organization charts, organizational manning structure, billets authorized, and the personnel available to perform those tasks assigned.

The next step is to consider personnel assignments, space assignment, and available equipment to perform the tasks.

Flexibility

Planning must be flexible because sometimes the best of plans have to be revised. When a system fails to work as efficiently as you had expected, then you should make a change. Supervisors should always be alert and observe how their plans are working and readjust where necessary. You should also observe changes in function, personnel, or working conditions and modify those plans accordingly.

On the other hand, frequent reorganization of procedures usually indicates faulty original planning and may reflect unfavorably on your competence as a supervisor. Your subordinates may recognize this fault and resent having to move office furniture or perform other tasks of reorganization simply because you did not plan properly in the first place.

ORGANIZATION

The fact that your organization may be relatively simple in structure does not diminish in any way the importance of having a clear and well-balanced structure. Individuals should know what is expected of them and what authority they have. This does not mean that your personnel should not be expected to help each other from time to time or that you cannot reassign them as required. It merely furnishes an established and generally understood system of operation.

Duties and Responsibilities

You should make sure that everyone understands their assigned duties and what you expect him or her to accomplish. You are responsible to provide training to those persons new to the job. After providing the training, observe the operation until you are sure your directions are understood and are being carried out.

Remember the principle of matching authority with responsibility. When you put a petty officer in charge of a specific assignment, make sure you also inform the personnel who perform the tasks involved. Be explicit about the authority you give to someone and make sure that the individual does not overstep that authority. Everyone is briefed at basic training about the chain of command. This important element should continue throughout your career, and as a supervisor, you should

make sure everyone in your charge is aware of the chain of command in your section.

When you assign duties, you should give similar or related tasks to the same person. The proper combination of duties not only speeds operations by eliminating wasted motion, but also improves accuracy.

Work Assignments

All AKs are expected to be able to perform the duties of their rating at the rate level they hold. This uniformity is a necessary condition to naval organization. However, this should not prevent you from considering that each individual may have special talents and preferences. A good supervisor determines what each individual can do best and what each one enjoys well enough to put forth extra effort into performing the task. This pays dividends in quantity and quality of work and also increases morale.

The workload should be divided fairly. The uneven distribution of workloads tend to lower morale and create bottlenecks. Review each person's workload to make sure that everyone is performing his or her fair share. Sometimes an individual who seems to be overloaded may need some guidance on how to organize the work better or how to speed up routine operations.

COMMAND

The element of command basically means to take charge. The results of your area of responsibility depend upon the actions you take and how well you carry out your assignment.

Decisions

One of the most significant indications of command is the power to make decisions. The individual exercising command not only is allowed to make decisions, but is expected to make them. As a supervisor, you must learn what types of decisions are within your responsibility. You must then exercise sufficient self-discipline to make those decisions necessary and to abide by the consequences. It is a serious mistake to try to make decisions that are beyond your authority, but it is equally serious to refuse to stand up to your responsibilities when decisions are required of you.

Coordination

Coordination is the effort that ties work functions together to make the operation run smoothly. Even

when you have only one or two individuals working under your supervision, you must still coordinate the work assignments. Keep in mind the various operations that you and the others are performing and make sure that each function is completed within the proper time. You may also have special job assignments and must make sure they are not forgotten or neglected.

CONTROL

Controlling is another term for directing. This is ensuring that all parts are directed toward achieving the goals. Not only do you determine what your assigned personnel should do, you must also inform them of your plan and make sure that they comply with your decision and that their efforts produce the required results toward carrying out your mission.

Supervision

To exercise control properly, you must become an expert in time management. Know what is going on at all times. As a supervisor, you maybe performing work in one area, while at the same time, observing what your assigned personnel are doing. For anew supervisor, this may be difficult at first, but it is essential to your job. Just the fact that you show an interest and that you are paying attention to what your personnel are doing has a beneficial effect on the atmosphere and morale of the unit.

Performance Evaluation

Establish a clear concept in your mind of what you can expect from each individual. When a performance evaluation is prepared, some of the following questions may apply: How much output can I reasonably expect from each individual? What quality of performance is necessary for the task? Is quality or quantity more important in this task? What do I know about the personalities and work habits that will enable me to assist them in performing the best job they can?

When an individual's performance is below standard evaluate the procedures and consider why this is so and what can be done to improve it.

Counseling

You should use counseling for both negative or positive performance. Most personnel tend to do their best work when they feel the supervisor trusts and respects them.

Perform counseling sessions periodically. Before conducting adverse counseling, always make sure that you have all the facts. Counseling should be used to improve an individual's performance. It never hurts to ask questions before you comment. The answers may change the nature of your remarks considerably. Again, it is a good idea to keep the situation as casual as possible and avoid an attitude of accusation.

When possible, avoid using the type of criticism that merely condemns. Even when you see one of your workers performing a task entirely wrong, keep in mind your purpose is not merely to stop that worker, but at the same time, show the worker the correct procedures to follow.

After counseling, you should follow through to make sure that your directions are being followed. Your kindness and friendliness in offering criticism should not be taken as an indication of weakness but should be understood as a firm purpose to reach the goal of your assigned mission. Expect cooperation from your personnel. Usually that expectation on your part is enough to ensure compliance with your instructions, but if you find your directions have been disregarded take action promptly.

TRAINING

As supervisor, one of your most important administrative duties will be to plan and direct straining program. The Navy training program develops the knowledge and skills of personnel needed to support its missions. It also acts as a tool for personnel to advance in rate.

RESPONSIBILITIES

The Chief of Naval Operations (CNO) is responsible for training naval personnel. The CNO also directs various commands and offices to provide resources required to implement the training program.

The Assistant Chief of Naval Operations (ACNO) (Air Warfare) is responsible for establishing policy, requirements, and priorities of aviation training. The ACNO is also responsible for developing aviation training plans.

The Chief of Naval Personnel (CNP) is the head of Bureau of Naval Personnel (BUPERS). The CNP participates in the following:

- Personnel and training planning
- Development and rewiew of Navy training plans

- Meeting personnel inventory and skills requirements to support introduction of new systems and equipment
- Perform task analysis as specified by the CNO in support of new systems and aviation training requirements

The Commander, Naval Air Systems Command initiates development of recommended Navy training plans for new weapons systems and components.

The Chief of Naval Education and Training (CNET) provides formal training for the operating forces. It also provides necessary planning, programming, and budgeting for manpower and training resources.

The Commander, Naval Air Force Atlantic/Pacific (COMNAVAIRLANT/COMNAVAIRPAC) is responsible for the following

- Supervising, coordinating, and directing internal aviation technical and management training programs for all squadrons and units.
- Providing on-site training and management assistance to all Navy and Marine aviation units through the aviation maintenance management teams.

The commanding officer is responsible for training personnel under his or her command. Specific organizational training is delegated to the department heads such as the supply Officer.

Within a supply division, the AK1 may be assigned as the training petty officer (TPO). The TPO is the backbone of all division personnel qualification programs. The AKC is responsible for planning and directing personnel training and training junior officers in the division.

TYPES OF TRAINING

Training is conducted in Navy training schools or as on-the-job training at the command. Navy training schools include the AK Class A school and other related Class C schools. The AK Class A school provides the basic technical knowledge and skills required to prepare an individual for job entry level performance. The Fleet Aviation Specialized Operational Training Group (FASOTRAGRU) is under the direction of aircraft controlling custodian/type commander (ACC/TYCOM). The FASOTRAGRU provides training to fleet personnel in courses covering aviation maintenance administration and management. Other schools include the advanced AK C school and specific

training courses. An example of a specific training course is the Shipboard Uniform Automated Data Recessing System (SUADPS).

The command provides in-service training to assigned personnel. The formal in-service training is conducted through lectures supported by visual aids and required reading material. The schedule of training should be published listing the lecture, time, location, attendees, subjects, and instructors.

Prepare a lesson guide containing the following information:

- Lecture number (for identification)
- Time (duration of the lecture)
- Date prepared
- Date reviewed (include name and grade/rank)
- Title (subject of the lecture)
- Objective (purpose of the lecture)
- Instructional aids (material needed for, presentation)
- List of references (reference material the instructor should know before conducting the lecture)
- Presentation (complete narrative of the lecture contents)
- Summary (brief review of the points covered)
- Question and answer period

Informal training is referred to as on-the-job training (OJT), and is used to teach a specific job or part of a job to one or more individuals. In this type of training, experienced AKs should be assigned to instruct and demonstrate their skills to the less experienced. The training provided can be monitored by the effective use of a training syllabus. Another form of informal training is self-study. The Navy goes to a great deal of time and expense in developing training manuals and nonresident training courses for use by individuals in a self-study program. You, as the senior AK, should encourage subordinates to enroll in these courses to increase their supply background knowledge and permit them to improve their performance in their assigned functions.

PLANNING THE TRAINING PROGRAM

In a formal training command, this phase would be called *curriculum development* and several senior petty

officers would be given specific guidelines for writing an outline for a particular course of study. On an aircraft earner or on a naval air station, the senior AK in the department or division is required to develop a curriculum outline or a training program that will provide his or her subordinates with the training required to perform their assigned functions.

This section contains discussions concerning “where to start” and “developing the curriculum outline,” so that training petty officers who do not already have a training program in place may obtain a basic idea of the procedures involved in establishing one.

Where to Start

As with any job, determining where to start is probably the most difficult phase. Although the following factors are not intended to be all-encompassing, they should be considered when planning the training program.

PERSONNEL TO BE TRAINED.— The background and previous training of the personnel should be thoroughly examined when establishing a training program. For example, recent AK A school graduates have an excellent foundation in the supply field, whereas the nondesignated Airman who transfers from mess cooking or from the maintenance department may not be able to distinguish a stock number from a part number. Some of the data that should be examined for each individual are as follows

1. Present rate level. The AK2, AK3, and AKA should have more background supply knowledge than the nondesignated Airman, who will probably require training in supply fundamentals. Rated AKs can be tested to determine their individual weak areas. A good testing tool is the AK3 nonresident training course.

2. Past education. This is an important factor. A person who has not finished high school may not have a good background in English reading, and writing skills, and may have difficulty reading or understanding a self-study assignment. This person may have difficulty learning complicated supply procedures except by repeated OJT. On the other hand individuals with 2 or 3 years of college credits should be in the habit of studying on their own, so a well-supervised program of self-study may provide them with all the supply information they need to perform satisfactorily. Local procedures can be learned separately.

TASKS TO BE PERFORMED.— Probably the most important function of any division or supply department training program is to make sure that individuals are properly trained to perform their assigned function. It is the responsibility of the applicable senior petty officers to outline these jobs and decide what training is required. For example, the stock control supervisor should decide what background data the stock records clerk requires to properly perform required functions. When all tasks have been analyzed, there should be a considerable amount of background information common to several tasks. This common data provides an excellent starting point in planning discussion lessons, and the data peculiar to one function are good subjects for OJT.

MANUAL OF NAVY ENLISTED MANPOWER AND PERSONNEL CLASSIFICATIONS AND OCCUPATIONAL STANDARDS, VOLUME 1, NAVPERS 18068.— This occupational standards (OCCSTDs) manual is an important tool in planning any training program. These standards are the minimum required for each rate level and, therefore, provide a good starting point for a training program.

TRAINING MANUALS AND APPLICABLE NONRESIDENT TRAINING COURSES.— The training manuals should be used in conjunction with the OCCSTDs manual. They are written with the intention of thoroughly covering all the occupational standards listed in the OCCSTDs manual. The applicable nonresident training course for each AK training manual is also a good device for planning the training program. It can easily be used as a testing device both to check the knowledge of the trainee before training, and to check the trainee's grasp of the information presented, after the training.

NOTE: When planning the training program using the OCCSTDs and the applicable training manuals and courses, the senior AK should make sure that the latest publication is being used. The Bibliography and the Personnel Advancement Requirement (PAR) Sheets identify study references for examinations. The *Catalog of Nonresident Training Courses* (NAVEDTRA 12061) identifies the most current training manuals.

SHIP'S TRAINING PROGRAM.— Most ships and stations have an official training program relating to leadership and general military training (GMT). This program must be integrated with the professional training planned by the senior AK.

Developing the Curriculum Outline

The senior AK should establish an outline of what is to be covered in a training program. Just what subjects are to be covered will depend on where the training is conducted (that is, afloat, ashore, in a squadron, and so on). Develop the outline using two basic steps: first, divide the training into sections, and then, determine the objectives for each section. These steps are discussed in the following paragraphs.

DIVIDING INTO SECTIONS.— There are several ways to divide the training into sections; the division depends on the training desired. The following list is an example of how the training maybe divided

1. Introduction
2. Instructor training
3. General military/leadership training
4. General supply background training
5. Aviation support division (ASD) procedures
6. Clerical procedures
7. Material handling and processing procedures

SECTION OBJECTIVES.— After dividing the training program into sections, the senior AK should write an objective for each section. The following are examples of objectives for the indoctrination and SSC procedures sections:

1. Indoctrination objective. The objective of this training section is to make sure that all new personnel checking into the division are aware of their chain of command, mustering responsibilities, division organization and responsibilities, pertinent departmental and ship instructions, applicable battle stations, educational opportunities, and general safety precautions.

2. ASD procedures objective. The objective of this training section is to completely indoctrinate applicable personnel in the various functions performed by the supply response section and component control section of the division.

Organizing and Administering the Training Program

Up to this point you have setup an outline for the training program and written objectives for each section. The next step for you or your assigned training petty officer is to organize and administer the training program. This step consists of selecting topics and

references to support the objectives of each section. You then analyze the various functions and determine if the training should be carried out by means of self-study, OJT, or discussion lesson. Then you develop the lesson/instructor guides for each topic and publish a training schedule.

TRAINING RECORDS

Establish a training record for each individual assigned in the division. You may use the format and arrangement of the training records according to OPNAVINST 4790.2 or the type commander instructions.

FILES

The types and arrangement of files within any office depend upon the mission of the office and the volume of official correspondence. The size and complexity of the Navy demand standard methods for filing correspondence. A standardized system prevents personnel from having to learn new filing systems each time they transfer from one activity to another. Normally, general correspondence (such as letters, business letters, and memorandums) is stored in metal file cabinets, directives (notices and instructions) are filed in large binders, and messages are filed separately by date-time group.

FILING PROCEDURES

To maintain files effectively and economically, you should establish (1) a file location and control system, (2) the type of material to be included in the files, and (3) the procedures for the maintenance of the files.

Files should be located in a central area where control can be maintained and made accessible to all major users. Duplicate files should be avoided whenever possible. Individual personnel should be assigned to coordinate all activity within the files. Records retention and disposition should be established for each file, using procedures established in SECNAVINST 5212.5.

Files should not include unnecessary working papers, early drafts, or extra copies of documents. Files should only include incoming correspondence, copies of outgoing correspondence, and any essential supporting documents.

Documents should be filed loose in folders, unless fasteners are needed to hold pages in a particular order.

You should use prong fasteners rather than staples, clips, or rubber bands to hold material together.

When a document covers more than one subject, extra copies should be made and filed under each subject covered, giving the location of the basic document on each copy.

All documents removed from the file must be accounted for. When a document or entire file is removed, use a charge-out slip in its place for identifying the person temporarily holding the file.

ORGANIZATION OF FILES

File folders are used to keep correspondence orderly in the files. The total number of folders used is determined by the appropriate subject identification numbers or name-title symbols to be used and the volume of written matter in each category to be filed.

The *Department of the Navy Standard Subject Identification Codes*, SECNAVINST 5210.11, provides a single standard subject classification system used for numbering correspondence and directives by subject throughout the Department of the Navy. This instruction contains a complete list of standard subject identification codes (SSICs) that identify subjects within each category. SSICs are required on all Navy and Marine Corps letters, messages, directives, forms, and reports. The use of SSICs provides a tested method for filing documents consistently and retrieving them quickly.

The SSIC placed on the correspondence by the originator helps to determine the correct folder in which to file the correspondence. However, in some cases, this number may not be appropriate for your particular office file and may require reclassifying. The proper method of classifying a document for the purpose of selecting the appropriate file is to read it carefully and analyze it, considering the following factors:

- The most important, definite, or concrete subject mentioned
- The purpose or general significance of the document
- The manner in which similar documents are requested by the user of the files
- The SSIC under which previous documents of a similar nature are filed

When documents are reclassified to confirm to your local files, you should cross-file a copy of the

original document under the original SSIC so that when reference is made to that document in the future, it may be retrieved without a lot of research.

REPORTS

One important duty of the senior AK assigned to a supply activity is that of preparing or supervising the preparation of reports.

A report is defined as any statistical or narrative information in written or tabular format requested by one activity from another for the purpose of forming policy, controlling operations, evaluating performance, preparing publications, or preparing other reports.

Reports provide all levels of authority with information required for smooth and efficient operation. All data collected from reports are used for specific purposes.

Reports are classified as reaming, em-time, or feeder reports. Recurring reports are required at specified intervals or dates and/or upon the occurrence of an event or situation. One-time reports are required one time only and are not intended to be recurring. Feeder reports are required for the sole purpose of collecting data to prepare other reports.

A directive that specifies the submission of a report will outline the required format to be used. When the report is made on a specific form, the directive will state where the form can be procured and normally will show a sample report format. It will also specify due dates/times and identify the activities to which the report is to be forwarded.

Personnel should exercise extreme caution when preparing reports. The data submitted should be accurate and the format followed in detail. Otherwise, the purpose of the report maybe defeated. Erroneous data has little value when used for long-range planning.

Reports should be forwarded with a cover letter only if the instructions for reporting require such letters, or when amplifying information must be furnished.

When a report is assigned a report symbol by the directive or other authority requiring the report, it indicates that it is included in the Reports Management Program. This report symbol will normally appear on the printed report form. Certain types of reports are exempt from the control of the Reports Management program and are designated as "exempt" reports by the requiring authority. Examples of reports that are exempt are Top Secret and Secret reports and the majority of one-time reports.

CLASSIFIED MATERIAL CONTROL

The system of classifying and handling information and equipment is designed to prevent a potential or present enemy from using our own developments against us. The security classification of equipment or correspondence is assigned on the basis of the potential damage that could result if the information were available to foreign nationals. Handling and storage are also affected in that the higher classifications require progressively more protection.

AKs are often assigned to billets that require access to classified information and equipment and should, therefore, be prepared to handle them in strict accordance with the security regulations.

The objective of this section is to develop an awareness of security requirements regarding classified material and equipment. The latest edition of OPNAVINST 5510.1, *Department of the Navy Information and Personnel Security Program Regulation*, should be consulted for current security requirements and regulations. Local command or area requirements may be more specific or expand beyond Navywide requirements to meet local situations and should also be considered.

Responsibility

The Chief of Naval Operations (CNO) is responsible to the Secretary of the Navy (SECNAV) for all policies relating to the maintenance of the security of all classified information within the Naval Establishment. Because of the close relationship of counterintelligence and the preservation of security, the Director of Naval Intelligence (DNI) has been designated as the officer primarily responsible to the CNO for the protection of classified information. Therefore, the Office of Naval Intelligence (ONI) formulates and distributes Navy policy that relates to the security of all classified information.

Commanding officers are directly responsible for safeguarding all classified information within their commands and are responsible for instructing their personnel in security practices and procedures.

Objective

The objective of the orders and instructions that appear in OPNAVINST 5510.1 is to establish a coordinated policy for the security of all information that has been classified in the interest of national defense.

Information that requires administrative protection for reasons other than the interests of national defense is not considered as classified information and is not to be treated as such.

The Security Principle

The Department of Defense employs a security formula that is simple in principle. It is based on the theory of circulation control—the control of the dissemination of classified information. Therefore, knowledge or possession of classified information is permitted only to those who actually require it in the performance of their duties, and then only after they have been granted the appropriate security clearances. The principle is generally referred to as a “need to know.”

Classification

Classified information is official information that requires protection in the interest of national defense and that is classified for such purpose by responsible classifying authority. Classified material is any matter, document, product, or substance on which classified information is recorded or embodied.

The three categories of classification are Top Secret, Secret, and Confidential. The definitions of these categories are covered extensively in *Basic Military Requirements*, NAVEDTRA 12043, and the *Department of the Navy Information and Personnel Security Program Regulation*, OPNAVINST 5510.1.

Marking Classified Matter

When it is determined that information or material should be assigned a classification, such information must be conspicuously marked as described in OPNAVINST 5510.1, chapter 9.

Storage Procedures

Classified material not in actual use or under direct personal observation must be stowed in the manner prescribed in chapter 5 of OPNAVINST 5510.1. This publication outlines the physical security standards and requirements that serve as a uniform guide for determining the type and degree of protection for classified material. These standards and requirements are designed to provide for flexibility as well as adequacy in the physical security program.

Keys for padlocks used to protect classified material must be given the same protection as the material they protect. It is essential that combinations be known or keys be accessible only to those persons whose official duties demand access to the container involved. The combination or key to the security container must be changed at the time received, at the time any person having a knowledge of it transfers from the organizational unit, at anytime there is reason to believe it has been compromised, or in any case not less than every 12 months. Any document showing the combination to a lock must be of the same classification as the material in the container secured by that lock. Records of combinations must be sealed in an envelope and kept on file by the security manager, duty officer, communications officer, or other personnel designated by the commanding officer. When selecting combination numbers, multiples of 5 (ascending or descending) or personal data such as birth dates and social security numbers should not be used.

RECORDS DISPOSAL

Information documents of actions and decisions made at policy level activities as well as in the field and fleet units, both important and unimportant, are distributed throughout the Department of the Navy on an increasing basis. Records disposal techniques must keep pace with these increased production and dissemination techniques. Temporary records must be identified, scheduled, and regularly destroyed, and permanent records must be identified and marked for preservation.

Congress has passed statutory and regulatory laws that govern the disposition of official records, both classified and unclassified and affixed penalties for their unauthorized destruction. The scheduling of government records is given legal status by the Records Disposal Act of 1943, as amended by the Federal Records Act of 1950. This amendment states that, as part of the responsibility for the establishment of a continuing agencywide records program, the Secretary of the Navy should propose retention and disposal instructions for all major series of Navy records. Article 1127 of the *U.S. Navy Regulations*, 1990, provides that no person may destroy or withdraw official records without proper authority. OPNAVINST 5510.1 provides for the destruction of classified matter. This and other regulations for safeguarding security information must be followed at all times in applying the provisions outlined in the *Navy and Marine Corps Records Disposition Manual*, SECNAVINST 5212.5.

One of the duties of a senior AK is to be able to determine what records should be held in the files for a period of time or what records should be destroyed or transferred for preservation.

Retention Standards

The records retention standards are the basis for the establishment of a command records disposal program. A retention standard denotes a description of a recorder series of records with a retention period stated in terms of time before the destruction or disposition. Refer to SECNAVINST 5212.5, Part III, for listing of retention standards for naval records.

Retiring Words to Local Storage Areas

Most supply records are short-term temporary records eligible for destruction in less than 5 years, and the bulk of these records have retention periods of 2 years or less. These short-term records should be cut off at regular intervals, retired locally, and destroyed by the accumulating activity as soon as their retention periods have expired. Generally, it is not economical to transfer them to federal records centers.

Spaces not suitable for normal office use such as basements, vacated warehouses, or other unoccupied spaces that are unattended and do not require specialized storage equipment are normally used for local storage areas.

Records eligible for local retirement must be short-term records that are eligible for destruction in 5 years or less and long-term records that must be retained close at hand until the frequency of reference to the records will permit their transfer to the federal records center.

Transfer to Federal Records Centers

Procedures for transferring records to federal records centers (FRCs) are outlined in SECNAVINST 5212.5, Appendix C. Activities are authorized to transfer records to FRCs under the following conditions:

- When the records are specifically designated in SECNAVINST 5212.5 for periodic transfer and designated as permanent or indefinite retention.
- Records have at least 3 years retention period at the FRC.
- Records are inactive and are not required for local operating purposes.

- It is cost effective to transfer the records to an FRC vice store them locally.

Activities should not transfer records to federal records centers under the following conditions:

- When inactive files are eligible for destruction within 3 years.
- When the quantity is less than 1 cubic foot of records. Small accumulations of expired retention records should be held until the quantity accumulated is sufficient to justify transfer.
- When cost of transfer to the FRC outweighs cost of local storage.

Except when categories of records are designated specifically for transfer to a specific federal records center, activities should transfer eligible records to the nearest federal records center servicing the area as listed in SECNAVINST 5212.5, Appendix C.

CUSTOMER SERVICE

The *Naval Aviation Maintenance Program*, OPNAVINST 4790.2, describes the Aviation Support Division/Supply Support Center (ASD/SSC) as the single point where material control places requisitions for material requirements. In the Navy, this situation is the same in most cases. There is only one disbursing office, only one personnel office, only one place to get meals, and soon. The customer has no other choice but receive the services provided by the contact point representative.

In this text, we define the customer as anyone for whom a service is provided. The term contact *point* is the place or location the customer goes to get the service. The contact point representative is the person manning the contact point and providing the service.

RECOGNIZING THE EFFECT OF GOOD/BAD SERVICE

The organization, command, and the Navy is affected by the service provided by the contact point you are supervising. A bad service creates an attitude of resentment in the customer. However, this attitude is directed toward NOT ONLY the person giving poor service but also toward the Navy.

On the other hand, good service is beneficial to the Navy. Good service promotes teamwork, creates a positive attitude, and builds confidence.

Dedicated personnel are the Navy's most valuable asset. Too often, however, some of these personnel leave the naval service because they are dissatisfied and frustrated with the service they received. In such cases, the Navy has lost not only the person but also a considerable training investment.

RECOGNIZING THE NEED OF THE CUSTOMER

The supervisor must understand the need of the customer. This knowledge should be more than just processing requisitions, issuing material, or providing the status of a requisition. Everyone in the Navy has needs and requirements that should be met by the representative of the contact point. Although the type of services needed by the customers differ, the kind of service the customer wants is basically the same. The following text lists some of the customer's needs:

- To be regarded as an individual
- To be given more attention than a machine
- To be treated fairly and equally
- To get consideration for his or her time

Navy members requiring the service, as a customer, are persons who must be treated as individuals. The contact point representative should understand that customer's requirements also varies. For example, senior Navy members are more experienced and may not need detailed explanations or advice than junior members. Senior Navy members are aware of the service they are entitled and are less likely to accept poor service. Although all Navy members depend on others to get the service, the need is far greater for new members. These new members have less experience and need all the help they can get.

IMPROVING THE CUSTOMER SERVICE

You should use the self-evaluation check list to identify items requiring improvement in the contact point. You can use the following checklist as a customer or contact point representative.

- Do I present a good personal appearance?
- Do I thoroughly understand my rating?
- Have I organized my work and time so that the most efficient service is rendered?
- Do I maintain up-to-date and complete files or records?

- Am I familiar with the sources of information used at my point of contact?
- Do I speak and write clearly and understandably to the best of my ability?
- Do I accept responsibility for doing my job?
- Do I show consideration for my coworkers by what I say or do?
- Do I treat each customer as an individual with an individual need?
- Do I treat each customer with equality and fairness?
- Do I always give customers the correct information?
- Am I considerate of each customer's time so that I do not cause delays or inconvenience?
- Does my response to the customer show a willingness to help?
- If I were the customer, would I be satisfied with the service I received?

If you did not answer yes to each question, you should review those questions carefully and make necessary adjustments to improve yourself.

Physical Aspect

Another way of improving customer service is by evaluating the contact point. Improving the contact point is not the sole responsibility of the supervisor. Management techniques have shown that effective supervisors delegate responsibilities as soon as personnel demonstrate their ability to handle them. This does not lessen the supervisor's responsibility but it frees them from routine matters. It also gives the supervisor more time to complete important matters such as recognizing personnel.

The contact point must accommodate both the representative and the customer. The physical layout must provide maximum efficiency for both representative and the customer. For example, the chairs, desks, labor-saving devices, counter, and traffic pattern must be the factors for considering the layout.

When planning the layout, consider the following factors:

- The waiting line should extend away from doorways or passageways.

- Provide a table or counter if customers have to fill out forms.
- Provide chairs if customers must wait for service.
- Provide a measure of privacy when personal information must be obtained.
- In a large contact point, provide an initial place of contact to direct customers to the proper representative.

Setting the Tone

The desirable situation is that the atmosphere of the contact point has a positive influence on the representative. You, as the supervisor, exert the greatest amount of influence to the team. It is you that the members look up to as an example to develop their own work habits. You must develop the atmosphere in the contact point that promotes teamwork and the purpose of the service. As these attitudes develop, you will find that they become more and more self-sustaining.

The standards for performance and behavior developed by the team is the combined standards of its members which is acceptable to the supervisor. (NOTE: The supervisor must be familiar with and meet the standards set forth by higher authority.) The team then exerts its influence on each member to meet the standards. Any new members will be aware of the attitude of the team. As the new member develops knowledge and job skills, it is likely that similar attitudes will be accepted and developed.

Molding the Team

In the Navy, all jobs are important. They are all part of the assembly line that accomplishes the mission. The performance of a particular job is important to the worker, the contact point representative. The worker must be able to see some worth in the job to maintain a sense of personal pride. If the worker is convinced that the job has little value, it is a reasonable assumption that the supervisor considered the worker to be of little value.

In some cases, the representative assigned to a job is over qualified. You should provide an adequate explanation along with the job assignment to the representative.

Planning job assignments for new members can stimulate initiative. New members should be assigned to a job, which is the first step to increasing responsibility. As the new member becomes proficient,

reassign the member to a job that requires higher responsibility.

You must keep communications with the team members open. Although team members should work on their own, they should know that they can come to you for answers. To encourage team members to assume responsibility, the supervisor must be able to recognize ability, set goals, and acknowledge achievement.

RECOGNIZE ABILITY.— This helps in assigning members to the job they are capable of doing. As the member's ability progresses, reassign him or her to the next level of responsibility.

SET GOALS.— You should set goals that are meaningful and realistic. Goals may be set for an individual member or for the team. Set the goals just above the level the member is achieving. If the goals are too low, there is no challenge. If they are too high, members will likely reject them.

ACKNOWLEDGE ACHIEVEMENT.— Achievements of the members should be recognized. This is not only for the one or two outstanding members of the team but is also for the achievement of others. The following is a list of some positive results from recognizing achievements:

- It provides the new member with the needed boost toward increased responsibility.
- It develops initiative.
- It challenges the good performer to maintain the same level or improve performance.

TRAINING

Each new representative manning the contact point requires immediate training. The extent of training needed depends upon the other training received and previous experience of the member. Consider the following factors concerning the extent of training you should provide to members.

- Members who completed AK A school should have a good basic knowledge of the job but will need indoctrination on local procedures.
- The member who had the same experience in an identical or similar contact point would have the same training needs.

- Members who do not have the basic training or experience must receive all the training requirements to qualify for the job.

When basic training is needed by the new member, do it immediately. You can determine the extent of training new members need by reviewing their service record, training record, and conducting personal interviews.

The training sessions are used to accomplish the following results:

- Stimulate the trainees to develop a self-evaluation process.
- Make trainees aware of their lack of knowledge.
- provide needed knowledge.
- Encourage a mutual exchange of ideas and knowledge.

A few well-chosen questions can usually start the process of self-evaluation. Then, if trainee participation is encouraged, he or she will provide the topic for the future training sessions. However, the members must know what they are expected to do and then be afforded the opportunity to do it.

Upon completion of training, provide a follow-up interview for each member. This is just as necessary as the training step, from both the viewpoint of the supervisor and the new member.

BUDGETING

The budget process is the final phase of the integrated multiphased process for the establishment, maintenance, and revision of the defense program and budget. The annual budget expresses the financial requirement necessary to support the approved defense program developed during the planning and programming phase. Annual budget estimates, therefore, define what the Department of Defense (DOD) expects to accomplish with the resources requested for that year. This information gives the Secretary of Defense and the President of the United States an idea of the impact that current decisions have on the current defense posture.

The budget plan in the Navy begins when the Comptroller of the Navy issues a call for budget estimates to applicable commands. These commands include the following:

- Chief of Naval Operations (CNO)

- Commandant of the Marine Corps
- Various naval offices and bureaus
- Navy systems commands
- Fleet commands
- Other commands that report to the CNO

ASHORE

In the supply department ashore, civilian personnel perform the budget process. Budget execution/administration at the shore activity level is primarily oriented toward measuring the activity's performance against its previously submitted budget plan. Major claimants/subclaimants are responsible for preparing operating budget estimates for higher authority. They also issue specific planning data and budgetary guidelines to their shore activities. The activities use the guidelines for submitting operating budgets based on the guidance published annually in the office of the Comptroller of the Navy. Commanding officers prepare operating budgets based on this guidance. The size of the activity determines the method commanding officers use to develop the budget. In huge activities where there are sizable cost centers, it may be necessary to develop the estimates in the cost centers. In a smaller activity, it may be feasible and economical to develop the operating budget in the budget office.

The development of a local operating budget is a process of determining requirements at the lowest echelon. This level may be at the cost center or subcost center.

AFLOAT

The fleet commanders are major claimants. They provide the designated expense limitation holders and responsibility centers under their command with instructions and guidance for budget preparation and submission. If your input is required, it will be formatted according to the instruction.

SUMMARY

In this chapter we discussed your role and responsibilities as an AK supervisor. We also discussed the skills and knowledge required of a supervisor. You must have greater skills and knowledge than the personnel you supervise to be able to assess the efficiency of the work center. Since work environment changes, your leadership behavior and skills may also require changes to maintain its effectiveness. To cope with changes, you must play a role in doing the changes.

There are various management techniques that you may use. To be effective, use the one that will promote production and personnel welfare and support the overall mission of your command.

The efficiency of a work center depends upon the performance of its personnel. A work center with well-trained personnel results in improved production of both quantity and quality. You must have a training program in place to develop your personnel to the highest level of performance. Each completed training session must be recorded in the individual's record for future reference.

The material control or supply department work centers are customer-oriented areas. The AK supervising these areas must be aware of the customer's needs to provide the best service. To help you improve customer service, we discussed the check list that you can use to identify the items that need improvement.

Very few AK supervisors will be directly involved with the command's budget process. However, you should be familiar with the overall budget development process in case your services are needed to develop them. In most cases, you will only need to provide input for the command's budget process. This input may include the annual budget needed to sustain operations of your work center or needed material for supply department stock. When performing the budgeting process, follow the instructions and guidance provided by your fleet commander or major claimant.